

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

Who We Are

Central idea

People all over the world use their senses to find out about themselves and their environment.

Summative assessment task(s):

Create 4 environments and have students identify them by using the 5 senses. With individual students ask them to select /identify an environment and describe it using their 5 senses.

Assessment Tools

The child's picture and the 4 environments on a sheet.

Using questioning to complete the summative assessment task.

Class/grade: D4

Age group:

School: School code:

Title: 5 Senses

Teachers:

Date: August 2011

Proposed duration: term 1 6 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (form, **function**, causation, change, **connection**, perspective, responsibility, reflection) to be emphasized within this inquiry?
Form, Function, Perspective???, connection

Related Concepts:

Communication, interdependence

What lines of inquiry will define the scope of the inquiry into the central idea?

- **The five senses**
- **How the senses function**
- **How we use our senses to connect to the world around us**

What teacher questions/provocations will drive these inquiries?

- How do we use our body parts to help us explore our environment?
- When one of these senses is not available to you, how do you cope or interact with your environment? (over use of other senses)
- When we use our _____ what sense are we engaging and what does it tell us about our environment?

Provocations:

- Pictures, songs/poems, games and activities including real life materials and situations eg. Blind fold walk

Learner Profile Focus

- Risk-taker, thinker and balanced (communicators???)

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

- Self-portrait with placement of eyes, nose, mouth and ears (check for the correct placement.)

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment:

Build /construct collage picture of face to recognize 5 sense organs.

Summative Assessment:

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

*Books (Irwin beginners-THO, Little Nippers-612.852)

*Sr. Trish Franklin at Loretto school of the Blind

*Sensory materials including essences for smelling, food from the Hungry Caterpillar for tasting, textured materials for touching, musical instruments for hearing and sound tracks (CDs of animal sounds and various environmental sounds)

*Internet- viewing of youtube Hungry Caterpillar animated clip

*Cutting pictures from magazines

*General class play- play dough, crafts, kitchen toys

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

*Inquiry table, sensory materials available for children to explore, display children's involvement and response to using these materials

*Local environment- people such as Sr. Trish Franklin, exploring the local out of school environment.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Self portrait activity.
- Activities to explore the different senses and lack of them eg. Use of blindfolds , introduce smells(good and bad); feely box; identify the sounds
- Books that focus on the different senses
- Games/songs
- Internet for visual support
- Centres for exploration of senses (goop centre)
- Make Milo
- Fresh market produce activity- herbs for smell, etc.
- Guest speaker from Loreto (Sister Trish Franklin)
- Making binoculars (using recyclable materials and cellophane)
- Use mirrors for creating magic pictures along the lines of symmetry
- Tasting different Saturday food from the story The Very Hungry Caterpillar
- Tasting the Moon cake at Moon Festival time
- Using musical instruments to make sound pattern
- Walks in the neighborhood for smelling, hearing and seeing
- Games incorporating sounds eg Hide and seek, balls for the blind with bell in it, observation tray
- Create a touch picture using materials of different textures

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Communication skills- Children will need to incorporate the use of their senses.

Social Skills- accepting responsibility during our blindfold walks and respecting others points of view relating to smells, touch and tastes.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

- The children were active in the various senses activities and were willing to share their responses with the class and their parents.
- The children reflected on the different environments they were in and recorded sensory responses to them eg. Summative assessment and home sensory tasks.
- The children were able to ask questions relating to the use of different senses in different environments.
- The children showed knowledge and understanding of 5 senses.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

- Continue to use a range of manipulative for the students to explore the use of their senses.
- The unit flowed well as we looked at the various senses through a range of activities including inviting guest speaker and exploring the local neighborhood.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

- The children shared their ideas through speaking what they ate during their breakfast/ dinner at home.
- showed willingness to help others

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

Key Concepts

- *develop an understanding of the concepts identified in "What do we want to learn?"*

Connection- the children were able to make a connection between the sense they were using and the body part it involved.

Function- They understood the functions of the body parts in relation to the sense it incorporated.

Transdisciplinary Skills

- *demonstrate the learning and application of particular transdisciplinary skills?*

Communication skills (listening and speaking)- Children need to incorporate the use of their senses to communicate about their environment to others.

Social Skills (respecting others and resolving conflict)- accepting responsibility during our blindfold walks and respecting others points of view relating to smells, touch and tastes.

Learner Profile

- *develop particular attributes of the learner profile and/or attitudes?*

Risk-Taker- willing to smell and taste different or unknown elements.

Thinker- thinks of words to describe different tastes and smells etc.

Balanced- understanding the importance of the physical and emotional balance through personal well being through the aspect of healthy eating.

Attitudes

Confidence, curiosity and tolerance

Confidence- have the courage to take risks in their tasting and smelling

Curiosity- being curious about using their senses to explore their environment

Tolerance- being sensitive about differences between cultures and their different foods and smells

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

- What happens if we don't have skin?
- What happens if we don't have tongue?
- How do you move your tongue?
- Why do we have ears?
- Why do we have mouth?
- What are taste buds?
- Why do we have taste buds?
- Why do we have skin?
- Why do we have eyes?
- Why do we have a tongue?
- Why do we have to listen with our ears?
- Can we put things in our ears?
- How do the children who cannot see read books/play soccer?
- Why does the cat's eyes glow at night?

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Children playing with the kitchen toys and taking about different taste of the food they prepared.
- Using sensory materials on our inquiry table, children were engaged in manipulating them and having different discussions and sharing of ideas.
- Using their everyday routines to explore sensory sensation eg commenting about their snacks and lunch in regards to taste, smell, touch and hearing.
- A child pretending to be blind and asking a friend to guide him/her to go down the stairs (the teacher was close by when she saw this connection to ensure safety)

9. Teacher notes

Portfolio Sharing day, to include sensory activities eg. Culture lunch for taste, smell and sight, 3 different feely boxes for touch, recording of children singing for hearing/listening.

Making hot tea/Milo, the children enjoyed them.